DOCUMENT RESUME

ED 199 394 CE 028 071

AUTHOR Goethsch, David L.
TITLE Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs.
INSTITUTION Okaloosa-Walton Junior Coll., Niceville, Fla.
PUB DATE 15 Mar 78
NOTE 108p.; Not available in paper copy due to light print.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Community Colleges; *Educational Needs; Educational Planning; Educational Policy; *Inservice Teacher Education; Models; Needs Assessment; *Part Time Faculty; Policy Formation; *Program Development; Two Year Colleges; Vocational Education; *Vocational Education Teachers; *Workshops
IDENTIFIERS Okaloosa Walton Junior College FL

ABSTRACT

A study was conducted to determine what is being done nationally in terms of inservice education for part-time vocational faculty and the most pressing inservice needs of part-time vocational faculty at Okaloosa-Walton Junior College. As a result of the study, an inservice education program for part-time faculty at the college that could serve as a model for other institutions was developed, and the program was implemented by means of a pilot project, evaluated, and followed by a full workshop to meet strongly felt inservice needs. The study was conducted by sending needs assessment letters to state departments of education, division of community colleges, in each of the forty-four states that has a public community college system, and by surveying the entire part-time vocational faculty at Okaloosa-Walton to determine their most strongly felt inservice needs. Though only 16 percent of the state departments indicated that inservice education was provided for part-time faculty in their state, 40 percent recognized the need for it. The part-time faculty at Okaloosa-Walton identified metric measurement, teacher liabilities, motivating students, and teaching disadvantaged students as their most strongly felt inservice needs. All participants in the pilot and full-service workshops found the workshops to be beneficial. It was recommended that all community colleges employing part-time vocational faculty develop and implement inservice programs designed specifically to meet the needs of part-time instructional personnel. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199394

CE

A STUDY TO DETERMINE IN-SERVICE EDUCATION NEEDS OF PART-TIME VOCATIONAL FACULTY AND AN IN-SERVICE PROGRAM TO MEET THOSE NEEDS

by

David L. Goetsch, Ed.D.
Chairman - Industrial Education
Okaloosa-Walton Junior College
Niceville, Florida

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David L. Goetsch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

15 March 1978

CE 028001

TABLE OF CONTENTS

	Page
ABSTRACT	iii
INTRODUCTION	1
BACKGROUND AND SIGNIFICANCE	5
PROCEDURES	19
RESULTS	21
DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS	26
APPENDIX A	29
LIST OF STATE DEPARTMENTS OF EDUCATION TO WHICH LETTERS WERE SENT	30
APPENDIX B	35
LETTER SENT TO STATE DEPARTMENTS OF EDUCATION	36
APPENDIX C	37
QUESTIONNAIRES DISTRIBUTED TO THE PART-TIME VOCATIONAL FACULTY AT OKALOOSA-WALTON JUNIOR COLLEGE	38
APPENDIX D	41
STAFF DEVELOPMENT AND IN-SERVICE EDUCATION PROGRAM FOR PART-TIME VOCATIONAL INSTRUCTORS	42
APPENDIX E	60
RESPONSES FROM STATE DEPARTMENT OF EDUCATION TO LETTER OF INQUIRY	61
TABLE F	87
TABULATION OF RESPONSES TO OKALOOSA-WALTON JUNIOR COLLEGE SURVEY OF PART-TIME INSTRUCTORS	88
APPENDIX G	94
LIST OF INSTITUTIONS SELECTED FOR TELEPHONE SURVEY	95
BIBLIOGRAPHY	97

LIST OF TABLES

Page

TABLE 1

RESULTS OF THE SURVEY OF THE OKALOOSA-WALTON JUNIOR COLLEGE PART-TIME VOCATIONAL FACULTY . . 25a

TABLE 2

RESULTS OF PARTICIPANT EVALUATIONS OF PILOT WORKSHOP 25b

TABLE 3

RESULTS OF PARTICIPANT EVALUATIONS OF WORKSHOP INSTRUCTION 25d

ABSTRACT

A Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs

by

David L. Goetsch

The purposes of this study were to: 1) determine what is being done nationally in terms of in-service education for part-time vocational faculty, 2) determine the most pressing in-service needs of part-time vocational faculty at Okaloosa-Walton Junior College, 3) develop an in-service education program for part-time faculty at Okaloosa-Walton Junior College that could serve as a model for other institutions and 4) implement the program by developing, presenting, and evaluating a pilot service workshop to meet a strongly felt in-service need.

Letters were sent to the State Departments of Education--Division of Community Colleges--in each of the 44 states that has a public community college system. The entire part-time vocational faculty at Okaloosa-Walton Junior College was surveyed to determine its most strongly felt in-service needs and a pilot workshop was presented to meet one of these needs.

Though only 16% of the state departments indicated

that in-service education was provided for part-time faculty in their state, 40% recognized the need for it. The part-time faculty at Okaloosa-Walton Junior College identified metric measurement, teacher liabilities, motivating students, and teaching disadvantaged students as their most strongly felt in-service needs.

A pilot in-service workshop on metric measurement in education was developed, presented, and evaluated. All of the workshop participants indicated that they would recommend the workshop to their colleagues.

A completely developed in-service education program for part-time vocational faculty was prepared and presented to the Okaloosa-Walton Junior College administration, along with the pilot workshop evaluation results.

It was recommended that all community colleges employing part-time vocational faculty develop and implement in-service programs designed specifically to meet the needs of part-time instructional personnel.

INTRODUCTION

The purposes of this study were: 1) to determine what is being done in community colleges nationwide in terms of in-service education for part-time vocational faculty, 2) to determine the most pressing in-service education needs of part-time vocational faculty at Okaloosa-Walton Junior College, 3) to develop an in-service education program for the part-time vocational faculty at Okaloosa-Walton Junior College, 4) implement the program by developing, presenting, and evaluating a pilot in-service workshop to meet a strongly felt in-service need.

Education has been a growth industry since World War II. Ever increasing numbers of students have streamed from one level of schooling to another. Soon this phenomenon will cease--with one possible exception. Vocational education for adults appears to have the potential to expand rapidly in the years ahead.

It would appear that there is a variety of factors which will stimulate this growth. Rapid technological change will necessitate retraining and upgrading at regular intervals, women will be seeking management and supervisory training, and early retirement plans will encourage second careers.

This new opportunity in the realm of vocational education will generate new staffing needs for vocational and technical schools. Adults demand relevant courses, teaching methods which communicate with them, and valid feedback on their performance. In addition, adults present a more varied audience than students enrolling right out of high school.

Part-time teachers have proved to be a valuable source of instructors for adult evening programs. They can be selected from a wide variety of occupations and they bring the latest technology experiences into the classroom. Thus, they provide great flexibility in program planning and they bring relevance to the courses they teach.

One significant need of a large proportion of part-time teachers is additional training in pedagogical skills (Wisconsin University:1974:7-8). The lack of staff development and in-service education for part-time community college faculty is a serious problem (Lombardi:1976). This is as true at Okaloosa-Walton Junior College as it is in community colleges nationwide.

Part-time vocational instructors at Okaloosa-Walton Junior College are predominantly persons who are highly skilled in an occupational area, but have not had the necessary pedagogical training. It is very common to hear a part-time vocational faculty member say "I know how to do

it, but how do I teach it?" (Couey:1977). The ramifications of such a statement are profound when viewed in terms of the learning process.

Many part-time teachers need help and have expressed an interest in developing basic pedagogical skills as well as techniques for organizing and presenting courses. Fred Schinz (1977) expressed his need in his statement: "I thought knowing my subject would be enough. I had no idea what all was involved in teaching. There is a lot I have to learn."

Wayne McClellan (1977) commented on his need for in-service education and skills updating. "I had been a high school teacher for a long time, but I had never taught adult college students. It's different. They expect a lot. I could use a little in-service help."

Joe Shearer (1977) feels that the most serious deficiency in community college vocational education is a lack of in-service education. According to Shearer "nothing in my twenty-three years of repairing refrigerators and air conditioners prepared me for the problems I face in teaching these things."

This is not an isolated problem of just one community college, but a common problem in community colleges nationwide. The trend toward hiring non-teacher trained, skilled tradespeople has become so prevalent in vocational settings

that now part-time instructors by far out number full-time. In-service education is an absolute necessity when operating vocational programs involving part-time faculty (Durham: 1977). Okaloosa-Walton Junior College, prior to this study, had no such program.

BACKGROUND AND SIGNIFICANCE

Bryan Niccum (1974:16-18) identified four areas of teaching competencies that are important to part-time instructors: (1) teaching strategies--developing positive human relations, (2) planning and organizing instruction, (3) use of audiovisual devices, and, (4) evaluation of students.

Prior to this study nothing was being done at Okaloosa-Walton Junior College to help part-time vocational faculty develop requisite competencies in these and other vital areas. This serious deficiency has now been corrected. From the Okaloosa-Walton perspective, this study held much significance.

In-service training remains a critical issue in American education. When viewed from the part-time instructor's perspective, the issue becomes even more critical. The trend in adult vocational education toward employing more and more non-teacher trained craftspeople greatly increases the already pressing need for in-service training. A program to meet this need at Okaloosa-Walton Junior College represented appropriate work for the Nova University Trends and Issues Module.

Abundant literature exists dealing with post-secondary

in-service education. William Elwood (1976:1-32) presents a curriculum for a teaching workshop for adjunct faculty in a report prepared for Seminole Community College. This document presents the rationale and the curriculum of a workshop for part-time faculty, particularly for faculty in occupational areas who are skilled professionals in their occupational fields but have had no formal training in instructional techniques. Although this curriculum is tailored to the specific needs of Seminole Community College (Florida), the format has value for other community colleges in developing their own in-service workshops.

The curriculum developed by Elwood is designed for use in a 15-hour workshop. Its elements are: 1) an introduction and orientation to the community college and the role of the instructor therein, 2) the teaching-learning interface which includes analysis of cognitive learning behavior, the community college student, and characteristics of the effective instructor, 3) teaching strategies for large and small groups and individuals, 4) instructional aids and their use, 5) instructional evaluation, testing, and grading, and 6) planning for instruction, which includes lesson planning, task description, and lesson preparation. Performance objectives, instructional materials (audio-visual equipment and materials, handouts), and instructional suggestions are given for each workshop topic.

John Lombardi (1976:9-87) deals with staff development for part-time vocational faculty in a report prepared for the University of California. The lack of orientation, pre-service, and in-service training programs for part-time community college instructors is considered a serious problem. This brief contains two examples of staff development programs for part-time vocational instructors.

The first document in this brief is intended "to assist local and continuing education and vocational education administrators in providing an up-to-date 'competency based' teacher education program as part of local staff development for part-time instructors." The second document describes the Maricopa County Community College District "Special Staff Development Program." It lists 13 learning units including a course on the community college. The Maricopa program was open to full-time and part-time instructors, and had a two-fold purpose: to enable full and part-time instructors to qualify for Arizona certification and to give instructors an overview of the characteristics of the adult learner and some learning principles applied to adults.

Thomas Bloom (1976:12-18) reports on a study of the frequency with which various means are used by Illinois community college vocational instructors to develop professional growth and suggests a need for personalized plans

for professional development.

Charles Doty (1976:36-47) speaks to personnel development on the post-secondary level in a report prepared for the New Jersey State Department of Education. Personnel development programs for post-secondary educational institutions in several states are identified and described according to the following criteria: 1) objectives of the program, 2) organization of the program, 3) cost of the program, 4) motivation of staff, 5) pedagogical skills emphasized, 6) technical content emphasized, 7) constraints on the program, 8) the evaluation process, and 9) program changes needed. Programs at 25 colleges in 17 different states are described. The programs are institutional programs in continuous operation, not departmental or for special groups. Each is focused on upgrading the teaching skills of technically competent, yet pedagogically unprepared, persons from business and industry who are instructors in vocational and technical education in community colleges and technical institutes.

Stout (1974:1-19) developed a project for the University of Wisconsin designed to improve the instructional capabilities of part-time vocational faculty members. The purpose of the project was to plan and conduct workshops designed to upgrade the basic teaching skills of part-time vocational teachers in the Wisconsin Vocational-Technical Adult

Education System. The project consisted of designating the pedagogical skills to be learned, developing an instructional booklet to be correlated with the workshop agenda, conducting four separate one-day workshops, and evaluating the impact of the workshops and materials on the teaching skills of the participants. Although the immediate response was enthusiastic, the follow-up survey two months later indicated that teachers may need more time to develop basic teaching skills.

Dale Gutcher (1972:1-49) conducted a survey of post-secondary vocational teachers in Texas. The survey was designed to determine the educational background and needs of vocational teachers in Texas junior colleges and to ascertain their interest in further professional development. A statewide survey was conducted by the newly established Office of Technical Assistance Programs at Texas A and M University. Short-range goals and a long-range statewide plan are provided to improve educational opportunities for vocational teachers in Texas.

Jerry Moss (1976:3-14) speaks to the problem of managing and financing in-service education programs. A new arrangement is described that was adopted by the State of Minnesota for financing and managing in-service professional development activities in vocational teacher education programs.

Nevin Frantz (1976:7-30) deals with vocational teacher

in-service education in a pilot program utilizing various forms of instructional and communications technology and making comparisons between on and off-campus classes. Instruction in off-campus classes was found to be as effective as on-campus classes in terms of achievement and student attitudes.

Stanley Burke (1976:1-23) explains in-service education in Virginia where continuous and extended efforts are being made to identify and provide the in-service training needed by teachers in agriculture through a series of state, special interest, and area workshops. The article identifies the procedures used to plan and provide in-service programs, and addresses some related problems

James Horner (1976:9-16) offers several principles of individualized in-service education. The author cites adult learning research and his experience with a three-year pilot program conducted by the University of Nebraska.

Richard Hofstrand (1976:3-38) explains in-service education in Illinois. To accomplish desired changes in the behavior of practicing vocational educators, Illinois has worked toward a system of statewide and continuous in-service staff development. Articulation maximizes resources by eliminating duplication of services, and the state provides technical assistance.

V. O. Martinson (1976:1-42) discusses in-service

education as a means of increasing teacher competencies. He describes Wisconsin's successful strategies for providing relevant in-service education to vocational agriculture teachers, including intensive workshops offered during annual state conferences, workshops throughout the state to meet needs identified in a statewide survey, and a graduate-level university course for beginning instructors. A committee of consultants plans Wisconsin's in-service education.

James Albracht (1976:1-27) discusses the most common problems involved with in-service education in agricultural settings. The major problems of in-service teacher education in agriculture center on the systems commonly used and arise when inadequate consideration is given to proper attitudes, resources, and time. Suggestions are made to help the in-service educator develop an effective program around these elements.

Gerald Huntwork (1974:2-53) discusses various methods and techniques for in-service education of post-high instructors. In-service staff education at the University of Nebraska School of Technical Agriculture, Curtis, Nebraska, focuses on the immediate application of methods and techniques under realistic conditions. The professional improvement courses are generally presented on an individual basis utilizing programmed material whenever practical.

Competency based in-service education is the topic of a study conducted by Allen Phelps (1976:1036). A detailed formative evaluation was conducted on a series of seven competency-based, in-service modules designed for use by currently employed vocational and special educators. The topics of the module series focus on instructional development and on coordination of services and programming for special needs students in secondary programs. A series of major questions was developed which addressed the evaluation of the competencies included in the modules, formative interim evaluation, and product-outcome evaluation. Evaluation information was gathered from six separate sources: a panel of experts, field test participants, local program administrators, relevant documents, participant-observers, and the products developed by the field test participants. Formative evaluation data were gathered for each module and analyzed at two levels: microanalysis and macroanalysis.

Ronald Richardson (1976:2-64) discusses the effectiveness of an alternative approach to in-service education. The project was designed to provide vocational teacher educators in Colorado with an alternative delivery system for in-service vocational teacher education which would overcome barriers of distance (and difficult winter travel), expense, and low student density. A task force composed of staff members of the State Board for Community Colleges

and Occupational Education, Departments of Vocational Education of Colorado, and active teacher-coordinators from all service areas in vocational education jointly formulated a curriculum consisting of goals, objectives, and evaluation criteria for an introductory course in coordinating techniques of cooperative programs. An alternative delivery system for off-campus instruction using videotapes and other audiovisual materials, printed modules, and facilitators was developed by the task force. Revisions based on the results of field tests of the first three modules were incorporated into the total package (modules and videotapes) which, according to an evaluation study, can be utilized by field personnel to teach the course with assured quality and content. Field test data are included. Appended material contains: names of the task force members, the course outline, videotaping schedules and guides, and course evaluation instruments.

Kenney Gray (1975:4-71) looks ahead to in-service education in the 1980's in a study conducted for the Bureau of Occupational and Adult Education. The report of the seminar on in-service vocational education personnel development contains the transcripts of 14 speeches and the reports of six discussion groups. The papers are organized under four main headings. 1) The context of in-service education contains three papers on in-service education

philosophy, requirements, and responsibility. 2) Industry, business, and education cooperation, which contains three papers on in-service personnel development programs and patterns in Texas, Okalahoma, and New York State. 3) Competency/performance based personnel development contains five papers on performance based teacher education programs for the general needs of vocational teachers and for the specific needs of agriculture teachers and certification, standards, and needs. 4) Models, strategies, and change contains three papers on an evaluation model, strategies of personnel development for vocational education in Canada, and change in school. The six discussion group topics are: 1) principles and strategies of in-service personnel development, 2) needs identification and program evaluation, 3) supervising teachers, 4) recertification and competency based standards, 5) trends, issues, and problems in in-service teacher educaion, and 5) career development for professional personnel.

In-service education for vocational instructors in Mississippi is the topic of a study by Herbert Handley (1973:1-28). Summarizing vocational educators' perceptions of how well they are able to execute specific performance tasks after completion of in-service training programs in Mississippi, the report is the second in a series of three. Handley evaluated the effectiveness of in-service programs

conducted by institutions and those conducted by the State Division of Vocational and Technical Education. The study was conducted to provide baseline data to be used in curriculum planning for improving teacher training programs. Data for the study were collected through the use of the Assessment of In-service Teacher Education Scale. The vocational educators were asked to evaluate the level of their performance of 20 tasks. Questionnaires were mailed to (1,185) vocational educators and vocational administrators who had more than three years experience in the field. The sample is based on the 781 responses. Results of the study distinguish between credit and non-credit workshops, service areas of teachers, level of performance reported, and educational level of respondents.

Daniel Vogler (1973:1-16) developed an outline of topics for in-service workshops. Vogler presents an overview of contemporary ideas regarding in-service vocational-technical education. In a brief outline, he defines in-service education as a "planned, goal-directed change process" and he gives guidelines that are consistent with the definition for planning, organizing, and conducting in-service education. Key points are reiterated and are illustrated in a model. Available information germane to the current status of vocational-technical in-service education is presented without comment.

William Ward (1972:1-83) conducted a study of in-service education with emphasis on vocational teachers for the Oklahoma State Department of Vocational Education. The purpose of his paper was to review recent literature and research on in-service training for vocational education teachers and to draw elements influencing in-service training from that synthesis. Topics reviewed included: 1) Historical Overview, 2) Theoretical Framework, 3) Recent Programs, 4) Innovative Techniques, 5) Some Problems and Solutions, 6) Planning, and 7) Evaluating Systems. Some conclusions from the review were: 1) the entire process of in-service education is not routinized, 2) teacher autonomy is a major issue in in-service training, 3) educators are relying more on electronic equipment for in-service training, 4) planning and evaluation systems are inadequate, and 5) the problem of who decides what should be taught still faces educators today. This study recommended that statewide systems of planning and evaluation be developed and that the problem of who decides what should be taught be investigated.

Warren Lasell (1976:13-19) presents a model for evaluating in-service education programs. The evaluation model described in this document was developed to provide states with one means of evaluating personnel development programs and projects. It was designed to supplement other

state evaluation efforts by presenting guidelines and materials for use by state coordinators and evaluation teams in evaluating state in-service personnel development in vocational-technical education funded by the Federal and State Governments. The purpose of the state evaluation team is to analyze data, make recommendations, and prepare a final evaluation report for the State Director of Vocational Education. The model and procedures described in the materials may be modified by individual states to suit their programs. The evaluation model package consists of nine documents: an overview, guidelines for developing behavioral objectives, three instruction manuals for the state coordinator and evaluation team, and four survey forms.

Walter Cameron (1969:1-26) discusses the effectiveness of three in-service techniques used with beginning vocational instructors. To determine the effectiveness of three remote techniques of in-service teacher education (video-phone feedback, video-mail feedback, and video-self-evaluation) for three selected teaching skills. A sample of 39 beginning vocational teachers was randomly selected and assigned to one of three equal size treatment groups. All participants video-taped a 5-minute lesson and were instructed to view an instructional model and to practice the skills in the model by teaching 5-minute lessons to

four students. Each teacher mailed his video tape to the teacher educator. At the end of the 8-week experiment, the 36 participants who completed the program was post-tested. Two experienced educators rated the teaching skill performance on all pre and posttests. An analysis of covariance test revealed no statistically significant differences in the expressed level of satisfaction with the three techniques used. All groups improved their posttest teaching performance over their pretest teaching performances. The study recommended that remote supervision techniques be continued in Colorado.

In-service education has been and continues to be an educational issue of much importance. In addition, a trend exists among community colleges to hire, on a part-time basis, persons who are highly skilled in their occupation but who have had no teacher training.

PROCEDURES

The procedures used in conducting the study were as follows:

1. A letter was sent to the State Department of Education in those states that have community colleges to determine what is being done in terms of in-service training for part-time vocational faculty. See Appendix A for a list of the state departments and Appendix B for a copy of the letter that was sent.
2. Questionnaires were distributed to the part-time vocational faculty at Okaloosa-Walton Junior College to determine their most strongly felt in-service education needs. A deadline of February 15, 1978, was set for returning letters and completing questionnaires.
3. Data from the questionnaires was compiled and the results tabulated. Each questionnaire item was analyzed separately in terms of the percentage of responses given for each multiple choice option. The questionnaire items were then prioritized according to the percentage of responses given for each. This provided a prioritized list of in-service workshop based on the needs of the part-time

vocational faculty at Okaloosa-Walton Junior College (Appendix D).

4. Drawing upon data gathered from returned letters and the literature reviewed, an in-service workshop model and a method for evaluating workshop effectiveness was developed (Appendix D).
5. A panel consisting of the dean of instruction, the chairman of the vocational education division, and two part-time instructors was appointed to review, approve, and up-date the workshop model.
6. The list of workshop topics, the workshop development model, and the instrument for evaluating workshop effectiveness was combined with recommendations for scheduling, financing, and management to form an in-service/staff development program for the part-time vocational faculty at Okaloosa-Walton Junior College. See Appendix D for a copy of the program which includes all of the items listed above.
7. A pilot in-service workshop was developed to meet the need most often identified in Procedure #3, Metrics in Education. The workshop was presented and evaluated for effectiveness.
8. The complete in-service/staff development program along with results of the evaluation done in Procedure #7 was submitted to Okaloosa-Walton Junior College administration for approval and adoption.

RESULTS

The results of this study must be divided into three categories:

1) Results of the inquiries made to state departments of education.
2) Results of the survey of the part-time vocational faculty at Okaloosa-Walton Junior College, and
3) Results of the evaluation of the pilot workshop presented to part-time vocational faculty at Okaloosa-Walton Junior College.

The 44 letters mailed to state departments of education in those states with community college systems produced 25 responses by the February 15, 1978, deadline for a 57% return (See Appendix E). Each inquiry contained four specific questions. Typical responses given for each question are presented below:

Responses to Question Number 1

Do community colleges in your state provide any type of in-service training for part-time faculty?

16% Yes - Our community colleges offer in-service education for part-time faculty.

12% Our in-service programs are geared toward full-time faculty but part-time personnel are allowed to attend.

4% We offer in-service training for full-time faculty only.

* 12% We have no statewide plan for in-service education for part-time faculty. Individual institutions might offer training at the local level.

40% Nothing is being done in this area but we recognize a definite and growing need for it.

16% We provide no in-service training for part-time faculty.

0% Did not respond to this question.

*Several states indicated that in-service training for part-time faculty is a local concern. Each provided a list of community colleges that could be contacted to determine if anything was being done at the local level. Ten percent of the institutions listed in each state were randomly selected and surveyed by telephone. This telephone survey revealed no in-service programs specifically developed for part-time faculty. See Appendix G for a list of the institutions surveyed.

Responses to Question Number 2

In what areas are your in-service efforts concentrated? (Several respondents listed more than one category.)

20% Instructional skills and Curriculum Development

12% Organizational skills

.08% Management skills

.08% Professional development

.08% Personal development

0% Other

72% Did not respond to this question

Responses to Question Number 3

How are your in-service programs managed and financed?

28% Locally

.04% Match between state and local funds

.04% State level funding

.04% No funds available in this area

71.88% Did not respond to this question

Response to Question Number 4

Do you have any additional advice or comments to offer concerning in-service training for part-time faculty?

79.92% Did not respond to this question

.08% No, I have no additional comments

20% Yes, I have additional comments:

"Certainly needed in our state."

"If possible it is advisable to use an individualized learning plan program for staff development."

"I would be interested in a copy of your findings, if possible."

"I'm sure there is a need to refine and upgrade what is presently being done. It is also true that part-time staff in-service is a hit and miss proposition."

"I feel there is a need for working with part-time faculty. However, I wonder about the ability of a single institution to handle the situation."

A letter was received from the Wisconsin State Department of Public Instruction indicating that Wisconsin has no "public community college system."

One hundred percent of the questionnaires distributed to part-time faculty at Okaloosa-Walton Junior College were returned by the deadline. Eighty-nine percent of the respondents indicated that they felt they would benefit from in-service training; and 3% did not know if they would benefit. Of the 23 in-service topics that the respondents were asked to rate, metrics in education was given the highest priority. The least priority was assigned to using the ERIC system. Refer to Table 1 on page 25a for a prioritized list of in-service workshop topics.

The pilot in-service workshop was developed (Appendix D), presented, and evaluated. One hundred percent of the participants indicated they would recommend the workshop to others. Refer to Table 2 on page 25b for the results of the participant evaluations of the pilot workshop and Table 3 on page 25d for the results of the evaluations of workshop instruction.

The complete in-service program for part-time faculty at Okaloosa-Walton Junior College (Appendix D) was approved on a one year trial basis by administration.

TABLE 1

RESULTS OF THE SURVEY OF THE
OKALOOSA-WALTON JUNIOR COLLEGE
PART-TIME VOCATIONAL FACULTY

Workshop Topic	Percentage responding as: Badly Needed	Needed	Moderately Needed	Not Needed
Metrics in Education	79%	21%	0%	0%
Legal liabilities of instructors	45%	55%	0%	0%
Using audio-visual equipment	41%	57%	2%	0%
Preparing learning activities	31%	64%	5%	0%
Motivating students	52%	42%	6%	0%
Recruiting students	34%	52%	14%	0%
Classroom first aid	13%	72%	14%	1%
Teaching disadvantaged students	42%	38%	13%	7%
Job placement	21%	59%	20%	0%
Preparing audio-visual aids	13%	67%	12%	8%
Writing performance objectives	27%	36%	18%	16%
Evaluating student performance	29%	33%	34%	4%
Time management in classroom	28%	33%	32%	7%
Challenging the superior student	29%	31%	19%	21%
Writing course syllabuses	14%	41%	35%	10%
Human skills in teaching	25%	27%	23%	25%
Teacher self-evaluations	23%	29%	37%	11%
Developing lesson plans	19%	20%	49%	12%
Philosophy of the community college	19%	12%	41%	28%
Long range planning	3%	16%	43%	38%
Criterion reference testing	2%	17%	32%	49%
Teaching as a profession	4%	14%	41%	41%
Trends/Issues in education	0%	4%	18%	78%
Using the ERIC system	0%	0%	12%	88%

TABLE 2

RESULTS
PARTICIPANT EVALUATION OF WORKSHOP

Through the workshop did you:

1. Become knowledgeable of legislation relating to the metric system?

Very much so 91% Yes 9% Partially 0% Somewhat 0% No 0%

2. Learn the "WHYS" of the metric translation?

Very much so 94% Yes 6% Partially 0% Somewhat 0% No 0%

3. Learn the advantages of the metric system?

Very much so 86% Yes 14% Partially 0% Somewhat 0% No 0%

4. Learn the metric prefixes?

Very much so 97% Yes 3% Partially 0% Somewhat 0% No 0%

5. Learn the metric units of length?

Very much so 89% Yes 11% Partially 0% Somewhat 0% No 0%

6. Learn the metric units of area?

Very much so 80% Yes 17% Partially 2% Somewhat 1% No 0%

7. Learn the metric units of volume?

Very much so 86% Yes 10% Partially 4% Somewhat 0% No 0%

TABLE 2 (Continued)

8. Learn the metric units of mass?

Very much so 95% Yes 5% Partially 0% Somewhat 0% No 0%

9. Learn the metric units of capacity?

Very much so 91% Yes 8% Partially 1% Somewhat 0% No 0%

10. Learn how metrics will effect your everyday life?

Very much so 96% Yes 4% Partially 0% Somewhat 0% No 0%

11. Would you recommend this workshop to another person?

Very much so 100% Yes 0% Partially 0% Somewhat 0% No 0%

TABLE 3

RESULTS
PARTICIPANT EVALUATION OF INSTRUCTION

KNOWLEDGE OF THE SUBJECT

Very well informed	Well informed	Limited background	Poorly informed
94%	6%	0%	0%

PRESENTATION

Stimulating	Adequate	Routine	Dull
93%	7%	0%	0%

COMMUNICATION WITH STUDENT

Clear and Concise	Adequate	Ambiguous	No Comment
96%	3%	0%	1%

EXPLANATIONS AND EXAMPLES

Very clear	Clear	Confused	Total loss
89%	11%	0%	0%

ORGANIZATION OF WORKSHOP

Well organized	Organized	Disorganized	Confusing
85%	15%	0%	0%

ASSIGNMENTS

Very clear	Clear	Indefinite	Very Vague
87%	13%	0%	0%

EVALUATION TECHNIQUES

Relevant and fair	Adequate	Inappropriate	Irrelevant and not fair
82%	17%	1%	0%

INVOLVEMENT OF STUDENTS IN ACTIVITIES

Complete participation	Adequate	Fair	Teacher dominated
100%	0%	0%	0%

TABLE 3 (Continued)

WORK REQUIRED FOR WORKSHOP

Just right	More than necessary	Way too much	Not enough
53%	44%	3%	0%

VALUE OF TEACHING MATERIALS

Very good	All right	Limited	Worthless
81%	19%	0%	0%

TEACHER ATTITUDE TOWARD WORKSHOP

Enthusiastic	Positive	Indifferent	Negative
97%	3%	0%	0%

OUTSIDE ASSIGNMENTS

Very relevant	Irrevelant	Helpful	Busy-Work
66%	0%	34%	0%

WOULD YOU RECOMMEND THIS INSTRUCTOR?

Yes	No
100%	0%

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The results of this study can be summarized in three general statements: 1) Though many educators recognize the need for in-service training for part-time faculty, very little is being done. 2) Part-time faculty can benefit from in-service training designed specifically to meet their needs. 3) Part-time faculty are interested in improving their instructional competencies through in-service education.

Several conclusions can be drawn from the results:

1. Part-time vocational faculty do not feel that they possess the fundamental instructional competencies required of a community college teacher.
2. Part-time vocational faculty want help in developing into good teachers.
3. Part-time vocational faculty are asking for help in areas that are normally dealt with in pre-service teacher training programs. However, due to career work, and/or other commitments these people are not pursuing teaching degrees. Thus, other means must be provided to help them.
4. Part-time vocational instructors can and are willing

to develop the necessary teaching competencies through an on-going process of in-service education.

With the ever increasing trend toward hiring more and more non-teacher trained occupational practitioners, no community college can justify not offering in-service education for part-time faculty. An in-service program must be a process rather than a product and it must be on-going in nature. It should be based on the immediate needs of the faculty it serves.

The type of program presented in this study requires a commitment to an on-going program of in-service education, but requires minimal funding for the development of materials and the training of teaching personnel to conduct workshops. Because thousands of students are taught each term by part-time instructors, and this number appears to be on the increase, it is imperative that part-time teachers be able to provide quality educational experiences. The only practical solution to the problem of quality teaching by part-time faculty is a well-designed program of in-service education. Such a program will aid in producing a well qualified, capable staff of part-time vocational instructors.

The complete in-service education program for part-time faculty developed in the course of this study has been approved on a one year trial basis. It is recommended

that all community colleges employing part-time vocational faculty develop and implement such a program.

APPENDIX A

LIST OF STATE DEPARTMENTS OF EDUCATION TO WHICH LETTERS WERE SENT

Alabama State Department of Education
State Office Building
Montgomery, Alabama 36104

Attn: Director - Division of Community Colleges

Alaska State Department of Education
Juneau, Alaska 99801

Attn: Director - Division of Community Colleges

Arizona State Department of Education
Phoenix, Arizona 85007

Attn: Director - Division of Community Colleges

Arkansas State Department of Education
Little Rock, Arkansas 72201

Attn: Director - Division of Community Colleges

California State Department of Education
Sacremento, California 95814

Attn: Director - Division of Community Colleges

Colorado Board for Community Colleges
and Occupational Education
207 State Services Building
Denver, Colorado 80203

Attn: Director - Division of Community Colleges

Connecticut State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

Attn: Director - Division of Community Colleges

Delaware State Department of Public Instruction
Dover, Delaware 19901

Attn: Director - Division of Community Colleges

Florida State Department of Education
Tallahassee, Florida 32304

Attn: Director - Division of Community Colleges

Georgia State Department of Education
Atlanta, Georgia 30334

Attn: Director - Vocational Education

Hawaii State Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Attn: Director - Division of Community Colleges

Idaho State Department of Education
Boise, Idaho 83707

Attn: Director - Division of Community Colleges

Illinois Office of the Superintendent
of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Attn: Director - Division of Community Colleges

Iowa State Department of Public Instruction
Des Moines, Iowa 50319

Attn: Director - Division of Community Colleges

Kansas State Department of Education
State Education Building
120 East 10th Street
Topeka, Kansas 66612

Attn: Director - Division of Community Colleges

Kentucky State Department of Education
Frankfurt, Kentucky 40701

Attn: Director - Division of Community Colleges

Maine State Department of Education
Augusta, Maine 04330

Attn: Director - Division of Community Colleges

Maryland State Department of Education
Baltimore, Maryland 21201

Attn: Director - Division of Community Colleges

Massachusetts State Department of Education
Boston, Massachusetts 02111

Attn: Director - Division of Community Colleges

Michigan State Department of Education
520 Michigan National Tower
Lansing, Michigan 48902

Attn: Director - Division of Community Colleges

Minnesota State Department of Education
St. Paul, Minnesota 55101

Attn: Director - Division of Community Colleges

Mississippi State Department of Education
Jackson, Mississippi 39205

Attn: Director - Division of Community Colleges

Missouri State Department of Education
Jefferson City, Missouri 65101

Attn: Director - Division of Community Colleges

Montana State Department of Education
Helena, Montana 59601

Attn: Director - Division of Community Colleges

Nebraska State Department of Education
Lincoln, Nebraska 68509

Attn: Director - Division of Community Colleges

New Jersey State Department of Education
Trenton, New Jersey 08625

Attn: Director - Division of Community Colleges

New Mexico State Department of Education
Santa Fe, New Mexico 87501

Attn: Director - Division of Community Colleges

New York State Education Department
Albany, New York 12224

Attn: Director - Division of Community Colleges

North Carolina State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27602

Attn: Director - Division of Community Colleges

North Dakota State Department of Public Instruction
Bismarck, North Dakota 58501

Attn: Director - Division of Community Colleges

Ohio State Department of Education
Ohio Department Building
Columbus, Ohio 43215

Attn: Director - Division of Community Colleges

Oklahoma State Department of Education
Oklahoma City, Oklahoma 73105

Attn: Director - Division of Community Colleges

Oregon State Board of Education
Salem, Oregon 97310

Attn: Director - Division of Community Colleges

Pennsylvania State Department of Education
Harrisburg, Pennsylvania 17126

Attn: Director - Division of Community Colleges

Rhode Island State Department of Education
Providence, Rhode Island 02908

Attn: Director - Division of Community Colleges

South Carolina State Department of Education
Columbia, South Carolina 29201

Attn: Director - Division of Community Colleges

Tennessee State Department of Education
Nashville, Tennessee 37219

Attn: Director - Division of Community Colleges

Texas Education Agency
Austin, Texas 78711

Attn: Director - Division of Community Colleges

Utah Department of Education
Office of the Superintendent of
Public Instruction
Salt Lake City, Utah 84111

Attn: Director - Division of Community Colleges

Virginia State Board of Education
Richmond, Virginia 23216

Attn: Director - Division of Community Colleges

Office of State Superintendent of Public
Instruction and State Board of Education
Olympia, Washington 98501

Attn: Director - Division of Community Colleges

West Virginia State Department of Education
Charleston, West Virginia 25305

Attn: Director - Division of Community Colleges

Wisconsin State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Attn: Director - Division of Community Colleges

Wyoming State Department of Education
Cheyenne, Wyoming 82001

Attn: Director - Division of Community Colleges

APPENDIX B

LETTER SENT TO STATE DEPARTMENTS OF EDUCATION

Okaloosa-Walton Junior College

QUALITY EDUCATION IN NORTHWEST FLORIDA
NICEVILLE, FLORIDA 32578

Dear Director:

Will you help me in developing an in-service education program for part-time faculty at my institution by providing the following information:

1. Do community colleges in your state provide any type of in-service training for part-time faculty?

2. In what areas are your in-service efforts concentrated? Instructional skills, organizational skills, management skills, professional development, personal development, or other?

3. How are your in-service programs managed and financed?

4. Do you have any additional advice or comments to offer concerning in-service training for part-time faculty.?

I appreciate your assistance in this m[illegible]d look forward to hearing from you soon. I hope to receive a[illegible] input by February 15th, 1978. Thank you again.

Sincerely,

David L. Goetsch
Vocational Education Division

DLG:tt

APPENDIX C

QUESTIONNAIRES DISTRIBUTED TO THE PART-TIME VOCATIONAL FACULTY AT OKALOOSA-WALTON JUNIOR COLLEGE

Questionnaire for
Part-Time Vocational Faculty

1. In what vocational area do you teach?

_____

2. Do you think you would benefit from in-service workshops designed to help you learn to be a better teacher?

_____Yes _____No _____Maybe _____I do not know

Comments:

3. If you think you would benefit from in-service workshops, please rate each of the following workshop topics as to how strongly felt your need is in the topic area. The ratio scale to be used is as follows:

__BN__ Badly Needed

__N__ Needed

__MN__ Moderately Needed

__NN__ Not Needed

_____ A workshop on writing course syllabuses.

_____ A workshop on positively challenging the superior student.

_____ A workshop on writing performance objectives in behavioral terms.

_____ A workshop on teaching disadvantaged students.

_____ A workshop on teacher self-evaluations.

_____ A workshop on motivating students.

_____ A workshop on preparing learning activities.

_____ A workshop on preparing, analyzing, interpreting and properly using the results of evaluations.

_____ A workshop in developing lesson plans.

_____ A workshop on preparing audio-visual instructional aids.

_____ A workshop on using audio-visual equipment.

_____ A workshop on the human skills needed in teaching.

_____ A workshop on recruiting students into vocational programs.

_____ A workshop on placing graduates of vocational programs in positions of employment.

_____ A workshop on issues and trends in American education.

_____ A workshop on the philosophy and place of the community college.

_____ A workshop on long-range planning techniques.

_____ A workshop in the use of the ERIC system.

_____ A workshop in emergency classroom first-aid.

_____ A workshop on the legal liabilities of the vocational instructor.

_____ A workshop on criterion referenced testing.

_____ A workshop on time management in the classroom.

_____ A workshop on Metrics in education

4. Please list any other in-service workshops from which you would benefit.

_____

_____

_____

_____

Comments: (In General)

APPENDIX D

STAFF DEVELOPMENT AND IN-SERVICE EDUCATION PROGRAM FOR PART-TIME VOCATIONAL INSTRUCTORS

STAFF DEVELOPMENT AND IN-SERVICE EDUCATION FOR PART-TIME VOCATIONAL INSTRUCTORS

Prepared by:

David L. Goetsch, M.S.
Industrial Education Department

OKALOOSA-WALTON JUNIOR COLLEGE

February 1978

INTRODUCTION

There is no given time when a person becomes a good teacher. There is no such thing as a complete teacher. While it is true that there are good teachers and bad teachers, the good teachers are not good because of any particular program of teacher training they have completed. There are many roads one could take in becoming a competent teacher.

One of the most effective and most feasible routes available to part-time instructional personnel is in-service education. In-service training is not merely a product or an outcome, but a process by which goals are reached. In the case of part-time vocational faculty, their goals are centered around developing or up-dating those competencies that make a person an effective, efficient facilitator of learning.

There are five general areas of in-service training for instructional personnel. The first area involves instructional competencies. In-service training in this area seeks to improve the teacher's skills in classroom instruction, lab or shop demonstrations, curriculum development/improvement, learning theory, and methods of evaluation.

The second area involves the development of human

skills. Included in this area are workshops on human relations, group dynamics, interpersonal relations, and assertiveness training. The emphasis is on improving the self-image of instructors and, in turn, students.

The third area involves the development of management skills. Workshops designed to develop competencies in the areas of long and short range planning, the systems approach to organization, goal setting, objective writing, mission statements, and task analysis fall into this category.

The fourth area involves professional development. This area encompasses activities geared toward teacher certification, to a degree, as well as membership in professional organizations, subscribing to pertinent professional literature, and attendance of conferences/seminars.

The fifth area deals with topics of personal concern. Workshops centered around such things as weight reduction, how-to-stop smoking, alcoholism, defensive driving, heart-attack, dealing with rape victims, and many others can be arranged in this area.

In-service workshops can be developed and presented in any of these areas. A list of the most pressing in-service needs of part-time vocational faculty members has been included further on in this plan. However, any topic that represents a felt need of the Okaloosa-Walton Junior College part-time vocational faculty will be added to the list upon

request. Procedures for requesting in-service workshops are presented in the "management" section.

MISSION STATEMENT

The mission of Staff Development and In-Service Education for the Part-Time Vocational Faculty is to provide opportunities for personal/professional growth for its target group. It provides the opportunity for all part-time instructors to improve in the performance of their jobs. Classroom instruction is improved through in-service education for the benefit of student learning.

PROGRAM GOALS

The scope of an in-service program can be seen in its goals. The goals of this program are:

GOAL ONE: To develop and maintain a staff of well qualified, competent part-time instructors for the Industrial Education Department.

GOAL TWO: To provide in-service training on a continuous basis for all part-time vocational faculty members.

GOAL THREE: To provide opportunities for continuous updating of teacher skills in a rapidly changing professional world.

ORGANIZATION AND MANAGEMENT

Staff development and in-service education for the part-time vocational faculty is coordinated by the Industrial Education Department Chairman. Funding for the development and presentation of workshops is provided through the Okaloosa-Walton Junior College Staff and Program Development (S&PD) budget. In addition to the list of workshop topics presented in the next section. A part-time faculty member may request an in-service workshop in any area where there exists a felt need.

Workshops are held on Monday evenings between the hours of 5:30 and 9:30. All workshops are held on the Okaloosa-Walton Junior College campus unless this is not feasible. Enrollment in a workshop is voluntary and must list seven or more participants before the workshop will be presented. All workshops are evaluated as to the value of the instruction and the content.

Workshop Topics

The following list of in-service topics was identified through a study of the in-service training needs of part-time vocational instructors throughout the Southeastern United States. It is a comprehensive list, but should not be viewed as being wholly inclusive. The list is open-ended and may be added to at any time.

Positively challenging the superior student.

Writing performance objectives in behavioral terms.

Teaching disadvantaged students.

Teacher self-evaluations

Motivating students

Preparing learning activities

Preparing, analyzing, interpreting, and properly view, the results of valuations.

Preparing audio-visual instructional aids.

Using audio-visual equipment.

Human skills and teaching.

Teaching methods.

Four steps in successful teaching.

Metrics in education.

How to teach.

Recruiting students into vocational programs.

Placement of graduates.

Emergency classroom first aid.

Legal liabilities of the vocational instructor.

Time management in the classroom.

WORKSHOP DEVELOPMENT MODEL

Overview:

What are participants objectives for workshop?

How will objectives be evaluated?

How will it be taught?

What materials are needed?

Specifications:

Number of sessions.

Length of each session.

Location of sessions.

Dates/times.

Special Equipment.

Maximum Number of participants.

Minimum Number of participants.

Credit offered.

Cost:

Instructor -

Student tuition -

Materials -

SAMPLE IN-SERVICE WORKSHOP

Topic: Metrics in Education

Presenter: David L. Goetsch

I. OVERVIEW

A. Participant objectives for Workshop (Non-Behavior)

1. To become familiar with legislation relating to the metric system.
2. To learn the "whys" of metric transition.
3. To learn the advantages of the metric system.
4. To learn the metric prefixes.
5. To learn the metric units of length.
6. To learn the metric units of area.
7. To learn the metric units of volume.
8. To learn metric units of mass.
9. To learn metric units of capacity.
10. To learn how metrics will effect our everyday lives.

B. Evaluation of the objectives

1. Objective testing
2. Observation of application activities
3. Evaluation of a major student project

C. Teaching Methods

1. Lecture
2. Audio/Visual presentations
3. Group Discussion

C. Teaching Methods (continued)

4. Question and answer sessions

5. Practical application activities

D. Materials Needed

1. Filmstrip/cassette modules on:

a. Metric Units of Length

b. Metric Units of Area

c. Metric Units of Volume

d. Metric Units of Mass

e. Metric Units of Capacity

f. Everyday Metrics

2. Overhead transparencies on:

a. Metric Legislation

b. The "whys" of the transition

c. The advantages of metrics

d. The Metrix Prefixes

3. Metric Teaching aids

a. (15) Metersticks

b. (15) 150 cm tape measures

c. (15) 100 m tape measures

d. (15) metric trundle wheels

e. (5) 5 kg spring Scales w/sample mass units

f. (5) balance Scales w/sample mass units

g. (5) metric bathroom scales

h. (5) one litre containers

3. Metric Teaching aids

i. (3) sets of graduated cylinders

j. (2) sets capacity containers
10 ml - 2000 ml

k. (15) celcius thermometers

l. (1) large demonstration thermometer

m. (1) metric height chart

II. SPECIFICATIONS

A. Number of Sessions

(5) Five

B. Length of Each Session

(3) Three hours

C. Location of Session

Metrics Lab (Room B-100)
Okaloosa-Walton Junior College

D. Special Equipment

1. Model 333CD, 1101-120 volt AC-DC
Filmstrip projector (or equivalent).

2. Bell & Howell Model 3025 cassette tape player
(or equivalent).

3. Graflex OH 2000 overhead projector (or
equivalent).

E. Maximum number of participants

(20) Twenty

F. Minimum number of participants

(7) Seven

G. Credit offered

Participants successfully completing the workshop will receive (1) hour of college credit that can be applied toward certification or re-certification.

Sample Student Evaluation of Workshop

Through the workshop did you:

1. Become knowledgeable of legislation relating to the metric system?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

2. Learn the "Whys" of the metric transition?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

3. Learn the advantages of the metric system?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

4. Learn the metric prefixes?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

5. Learn the metric units of length?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

6. Learn the metric units of area?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

7. Learn the metric units of volume?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

8. Learn the metric units of mass?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

9. Learn the metric units of capacity?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

10. Learn how metrics will effect your everyday life?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

11. Would you recommend this workshop to another person?

1	2	3	4	5
very much so	Yes	partially	somewhat	No

SAMPLE STUDENT EVALUATION OF INSTRUCTION

DIRECTIONS: Circle the points on the scale that most accurately represent your opinion. Your fair and honest opinion is what really counts, as your instructor desires this rating for his/her own self-improvement.

KNOWLEDGE OF THE SUBJECT	Very well-informed	Well-informed	Limited background	Poorly informed
PRESENTATION	Stimulating	Adequate	Routine	Dull
COMMUNICATION WITH STUDENT	Clear and concise	Adequate	Ambiguous	No Comment
EXPLANATIONS AND EXAMPLES	Very clear	Clear	Confused	A total loss
ORGANIZATION OF WORKSHOP	Well organized	Organized	Disorganized	Confusing
ASSIGNMENTS	Very clear	Clear	Indefinite	Very vague
EVALUATION TECHNIQUES	Relevant and fair	Adequate	Inappropriate	Irrelevant and not fair
INVOLVEMENT OF STUDENTS IN CLASS ACTIVITIES	Complete participation	Adequate	Fair	Teacher dominated
WORK REQUIRED FOR WORKSHOP	Just right	More than necessary	Way too much	Not enough
VALUE OF TEACHING MATERIALS	Very good	All right	Limited	Worthless

TEACHER ATTITUDE TOWARD WORKSHOP

Enthusiastic	Positive	Indifferent	Negative

OUTSIDE ASSIGNMENTS

Very relevant	Irrelevant	Helpful	Busy-work

Would you recommend this instructor to another person?

_____Yes _____No

APPENDIX E

RESPONSES FROM STATE DEPARTMENTS OF EDUCATION TO LETTER INQUIRY

ESPONSES FROM STATE DEPARTMENTS
OF EDUCATION

State	Page	State	Page
Alabama	61	Montana	71-72
Alaska	62	Nebraska	73
Arizona	63	New Jersey	**
Arkansas	64	New Mexico	**
California	**	New York	75
Colorado	65	North Carolina	77
Connecticut	**	North Dakota	**
Delaware	**	Ohio	*
Florida	*	Oklahoma	**
Georgia	**	Oregon	78
Hawaii	**	Pennsylvania	*
Idaho	*	Rhode	**
Illinois	**	South Carolina	81
Iowa	66	Tennessee	79-80
Kansas	**	Texas	82
Kentucky	*	Utah	**
Maine	68	Virginia	83
Maryland	**	Washington	84
Massachusetts	**	West Virginia	**
Michigan	**	Wisconsin	85
Minnesota	**	Wyoming	
Mississippi	69		
Missouri	70		

* Responded by phone

** Did not respond to inquiry

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

January 12, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

Part-time instructors in our community, junior, and technical colleges in Alabama have no formal in-service requirements. These instructors are expected to meet the same credential requirements as full-time instructors but very little attention is given except for their teaching assignments.

With the growing number of part-time instructors in our institutions I can see a real need for in-service developments.

If we can further assist you, please let me know.

Sincerely yours,

William H. Osborn
Assistant Director
Postsecondary and Continuing Education

WHO:cp

JAN 10 1978

Alaska

Okaloosa-Walton Junior College

QUALITY EDUCATION IN NORTHWEST FLORIDA
NICEVILLE, FLORIDA 32578

Director, Division of Community Colleges
Alaska State Department of Education
Juneau, Alaska 99801

Dear Director:

Will you help me in developing an in-service education program for part-time faculty at my institution by providing the following information:

1. Do community colleges in your state provide any type of in-service training for part-time faculty?

2. In what areas are your in-service efforts concentrated? Instructional skills, organizational skills, management skills, professional development, personal development, or other?

3. How are your in-service programs managed and financed?

4. Do you have any additional advice or comments to offer concerning in-service training for part-time faculty?

I appreciate your assistance in this matter and look forward to hearing from you soon. I hope to receive all input by February 15th, 1978. Thank you again.

Sincerely,

David L. Goetsch
Vocational Education Division

DLG:tt

Unfortunately, there is not enough time in our program for you to be of assistance

State Board of Directors for
Community Colleges of Arizona

1535 WEST JEFFERSON, ROOM 123
PHOENIX, ARIZONA 85007
(602) 271-4037

CHAIRMAN
DREW SHUMWAY
BOX 428
HOLBROOK, ARIZONA 86025
NAVAJO COUNTY

VICE CHAIRMAN
JAMES T. O'NEIL
1023 EAST FLORENCE
CASA GRANDE, ARIZONA 85222
PINAL COUNTY

SECRETARY
C. THEODORE KRAFT
BOX 187
PORTAL, ARIZONA 85632
COCHISE COUNTY

TREASURER
ALICE N. LARRIVA
1750 NORTH ROYAL ROAD
NOGALES, ARIZONA 85621
SANTA CRUZ COUNTY

MEMBERS
WILLIAM J. ANDERSON
EX OFFICIO
VOCATIONAL EDUCATION

JOE ATMAR
YUMA COUNTY

WALTER BRAZIE
MOHAVE COUNTY

H. ALAN DAY
GREENLEE COUNTY

MANUEL H. GARCIA
PIMA COUNTY

JOHNNY GREGOVICH
GILA COUNTY

WANDA G. HALL
APACHE COUNTY

C. L. HARKINS
MARICOPA COUNTY

ELIZABETH A. PACKARD
COCONINO COUNTY

DWIGHT W. PATTERSON
EX OFFICIO
BOARD OF REGENTS

DON R. PRESTON
GRAHAM COUNTY

ROBERT W. PROCHNOW
YAVAPAI COUNTY

CAROLYN WARNER
EX OFFICIO
STATE SUPT. PUBLIC INSTRUCTION

GEORGE L. HALL
EXECUTIVE DIRECTOR

January 16, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, FL 32578

Dear Mr. Goetsch:

I am responding to your letter requesting information relative to in-service education programs for part-time faculty. In Arizona there are fourteen community colleges in nine districts. The majority of the community colleges have in-service education training programs for part-time instructors. The training programs are at the option of the local community college and not a state requirement.

The in-service training programs usually consist of a three to four hour orientation program given to the part-time instructors the week before classes begin. These programs concentrate on the philosophy of the college and its organizational structure. The programs are managed by administrators and financed by the local community college.

I hope this will be of help to you. If I can be of any further assistance, do not hesistate to write to me.

Sincerely yours,

Eugene L. Dorr

Eugene L. Dorr
Associate Director
State Board for Community Colleges

ELD/tlf
cc: Dr. Hall

DEPARTMENT OF HIGHER EDUCATION
1301 WEST SEVENTH STREET
LITTLE ROCK, ARKANSAS 72201

DAVID PRYOR
GOVERNOR

M. OLIN COOK
DIRECTOR

TELEPHONE:
371-1441
371-1442
371-1443
371-1444

January 26, 1978

Dr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Jr. College
Niceville, FL 32578

Dear Dr. Goetsch:

In response to your letter of early January, I am paralleling my replies to your questions:

1. Community colleges in Arkansas do not provide a separate in-service training program for part-time faculty. Part-time faculty are made aware of normal faculty in-service training and are encouraged to attend although they are probably not required to attend.

2. In-service training is probably concentrated more on instructional skills than on the other areas mentioned. However, I am sure each of the areas gets touched at least lightly from time to time.

3. In-service programs in the community colleges are financed internally by the individual institutions. They are not separately financed from the state.

4. No, I have no additional comments.

If you have further questions feel free to contact me.

Sincerely,

Tom Spencer
Associate Director for
Community Colleges

TS:mg

B. J. LAMBERT, JR.
VICE-CHAIRMAN
CROSSETT

HENRY GSCHWEND
JONESBORO

NICKY E. HARGROVE
STUTTGART

HOWARD HOLTHOFF
CHAIRMAN
GOULD

MARLIN JACKSON
PARAGOULD

HARRY PONDER, SR.
WALNUT RIDGE

JAMES B. BLAIR
SPRINGDALE

MRS. CORLISS M. HOWARD
SECRETARY
LITTLE ROCK

FRED MACDONALD
BRINKLEY

H. L. HEMBREE III
FORT SMITH

Okaloosa-Walton Junior College
QUALITY EDUCATION IN NORTHWEST FLORIDA
NICEVILLE, FLORIDA 32578

Director, Division of Community Colleges
Colorado Board for Community Colleges
and Occupational Education
207 State Services Building
Denver, Colorado 80203

Dear Director:

Will you help me in developing an in-service education program for part-time faculty at my institution by providing the following information:

1. Do community colleges in your state provide any type of in-service training for part-time faculty?

2. In what areas are your in-service efforts concentrated? Instructional skills, organizational skills, management skills, professional development, personal development, or other?

3. How are your in-service programs managed and financed?

4. Do you have any additional advice or comments to offer concerning in-service training for part-time faculty?

I appreciate your assistance in this matter and look forward to hearing from you soon. I hope to receive all input by February 15th, 1978. Thank you again.

Sincerely,

David L. Goetsch
Vocational Education Division

DLG:tt

February 2, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

This is in response to your letter asking for information concerning inservice education programs for part-time faculty. I will respond to your four questions in order.

1. Yes. Our community colleges as well as the State Department of Public Instruction, the Iowa Association for Life-Long Learning and private and public colleges and universities, do provide inservice training for part-time faculty.

2. In the past, most of the inservice has been provided for teachers of adult vocational education and adult basic education. Adult vocational inservice has, primarily, been limited to technical update. This year we are pilot testing a basic teacher training program. With this program, we hope our community colleges will provide greater inservice related to instructional skills. Response to our pilot testing appears to be very favorable. On the other hand in adult basic education, inservice has been oriented mainly to instructional skills and curriculum development with some relating to organizational skills.

3. Adult vocational inservice is managed by the community colleges and, primarily, financed on a 50/50 match basis between the State Department of Public Instruction and the community colleges. The state department allocates between $500 and $1,000 to each of the 15 merged area community colleges. Some area community colleges budget additional staff development money beyond their 50 percent match. Adult basic inservice, also, is managed on the local level. It is financed in large part by Federal (309-B) and state money. Some community colleges do budget additional local dollars for adult basic education inservice.

4. If possible, it is advisable to use an individualized learning plan program for staff development. This program allows for the present expertise of the instructor and the particular training activities available to them. Also, different learning styles

may be considered. This program is operational for adult basic educators and is being developed for adult vocational instructors here in Iowa. For more information on individualized learning plans, you may contact:

Dr. Jane Forester, Director
Adult Education
Northeast Iowa Area Vocational Technical School
Box 400
Calmar, Iowa 52132
Phone: (319-562-3263)

I hope this information will be useful to you. If I can be of further assistance to you, please contact me.

Sincerely,

Dennis L. Hiner, Consultant
Adult & Career Professional Development

DLH:js

University Heights
Augusta, Maine 04330
207/622-7131

January 19, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

Your letter to the Maine Department of Education has been referred to me for reply since we are the only free-standing public community college in the State.

Whiel we recognize the need for in-service education with part-time faculty we do little beyond general orientation. We are currently studying ways in which to implement a staff development plan which would include all faculty, both part-time and full-time.

Very truly yours,

Carroll R. McGary

Carroll R. McGary
Acting Dean

CRM/vjt

Okaloosa-Walton Junior College
QUALITY EDUCATION IN NORTHWEST FLORIDA
NICEVILLE, FLORIDA 32578

JAN 9 1978

Director, Division of Community Colleges
Mississippi State Department of Education
Jackson, Mississippi 39205

Dear Director:

Will you help me in developing an in-service education program for part-time faculty at my institution by providing the following information:

1. Do community colleges in your state provide any type of in-service training for part-time faculty? None, unless local
2. In what areas are your in-service efforts concentrated? Instructional skills, organizational skills, management skills, professional development, personal development, or other? unknown
3. How are your in-service programs managed and financed? Local
4. Do you have any additional advice or comments to offer concerning in-service training for part-time faculty? none

I appreciate your assistance in this matter and look forward to hearing from you soon. I hope to receive all input by February 15th, 1978. Thank you again.

Sincerely,

David L. Goetsch
Vocational Education Division

DLG:tt

completed by
- George Wooley

80

THE DEPARTMENT OF HIGHER EDUCATION

600 CLARK AVENUE
JEFFERSON CITY, MISSOURI 65101
(314) 751-2361

January 11, 1978

BRUCE ROBERTSON
COMMISSIONER
OF
HIGHER EDUCATION

David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

The only formal in-service program for part-time faculty in Missouri at this time appears to be nothing more than orientation sessions at the beginning of a given term. The costs for that would be absorbed by the sponsoring administrative units, of course, as part of normal operations.

This is an area of some concern. I would be interested in a copy of your findings, if possible.

Sincerely,

R L Martin

Robert L. Martin
Director of Community Colleges
and Technical Education

RLM/ji

THE MONTANA UNIVERSITY SYSTEM
33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA
59601

COMMISSIONER OF HIGHER EDUCATION

January 13, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

In response to your recent letter inquiring about inservice training programs for faculty members, the central office does not provide this kind of inservice program for the faculty at the community colleges. I have taken the liberty of sending a copy of your letter to the presidents of the three community colleges in Montana and if they do provide any inservice education programs for the parttime faculty, I'm sure they'll be capable of responding to the questions that you've raised.

If I can be of any further service, please don't hesitate to contact me.

Sincerely,

William J. Lannan
Community College Coordinator

cc: Community College Presidents

WJL/b

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

Flathead Valley Community College

January 19, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, FL 32578

Dear Mr. Goetsch:

Flathead Valley Community College does not provide a formal in-service education program for part-time faculty. The closest we come to such an activity is an orientation program prior to the opening quarter of the academic year. We invite the part-time faculty to attend a meeting for one evening during which we outline procedures, responsibilities, teaching needs, etc. Individual needs beyond what can be handled during this meeting are taken care of by either the division chairman or a full-time instructor.

In July, 1977, I moved here from Illinois. Some of the colleges in that state do have in-service education programs for part-time faculty. If you have not included the colleges in that area on your mailing, I urge you to do so.

Sincerely,

Norbert J. Berning
Dean of Instruction

NJB/fmh

Nebraska Department of Education

Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509

Telephone (402) 471-2295

January 13, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

In answer to your letter on the subject of in-service for part-time faculty in Nebraska's community colleges, I would first like to fill you in on the "system" we have in Nebraska. Nebraska has six technical community college areas with 16 campus sites. These area colleges were created in 1973 by merging existing city/county junior colleges with the area technical colleges. Each area is autonomous, having their own board with no central agency or board at the state level. We in the Division of Vocational Education maintain liason with the colleges and make our services available to them. We also supervise their vocational effort for reimbursement purposes.

In light of the above I will attempt to answer your questions in a universal fashion relative to the "different" circumstances in each area college.

1. Part-time faculty teaching in the full-time cataloged courses and programs are not treated any different than the full-time staff in terms of in-service. Adult instructors are generally encouraged to attend those things that could assist them in their teaching. No formal program exists for the adult vocational education teacher.

2. In-service efforts are concentrated on the teachers teaching in full-time cataloged courses and programs, and generally speaking, focus on all of the areas you reference with major emphasis on instruction, organizational and management skills.

3. Each area college identifies a staff development person responsible for this effort. Financing is accomplished through the area budget process.

4. Teacher education has been involved in some of the local in-service efforts. Those activities conducted through EPDA has, of course, involved the universities, state colleges, consultants from other states, and specialists in business and government.

Anne Campbell
Commissioner

State Board of Education

Frank E. Landis
President
521 Lincoln Building
Lincoln, Nebraska 68508

Dorothy Creigh
Vice President
1650 North Elm Avenue
Hastings, Nebraska 68901

James Monahan
623 Service Life Building
Omaha, Nebraska 68102

Walter M. Thompson
Oakland, Nebraska 68045

Don H. Lienemann
731 South Jackson Street
Papillion, Nebraska 68046

Margaret Lockwood
1500 Gentry Boulevard
Gering, Nebraska 69341

Marilyn Fowler
1904 Plum Creek Lane
Lexington, Nebraska 68850

Bernard F. Costello
3330 South 56th Street
Omaha, Nebraska 68106

It is not possible to pinpoint a consistent plan for in-service education. I'm sure there is a need to refine and upgrade what is presently being done. It is also true that part-time staff in-service is a "hit and miss" proposition. The real difficulty in the whole matter is identifying those things that are needed by teachers and then being able to deliver it in a state the size of Nebraska. We're constantly working on the in-service issue, as is teacher education and the administrators in the colleges. It is improving in Nebraska and I'm optimistic to think that we're seeing benefits from everyone's efforts.

I hope this provides some of the information you need. Enclosed is a personnel directory of the area colleges referenced. Feel free to correspond with them directly.

Sincerely,

GARY LUND, Supervisor
Trade & Industrial Education
Postsecondary & Adult

sw

cc: Glen Strain, Assistant Commissioner
for Vocational Education

Enc

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12230

ASSOCIATE COMMISSIONER
FOR HIGHER EDUCATION

GRANTS ADMINISTRATION UNIT
(518) 474-5705

January 16, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

I have been asked to respond to your inquiry about inservice education programs for part-time faculty at community colleges.

1. While the problem you describe is one that practically every institution has identified, none of them seem to be doing anything about it. I have contacted several of the institutions about submitting proposals that would provide this type of training. As of this date, I have received none, but the deadline date is not until January 30, 1978.

2. For the last several years we have concentrated our professional development dollars in what might be considered as education courses; testing, group interaction, curriculum development, etc. This is a change from the period when we used to fund programs to sharpen the technical skills of the teachers.

3. Our inservice programs on a state-wide basis are funded with VEA dollars as provided in our State Plan for Occupational Education. Institutions submit proposals for inservice programs and if they are funded, the institution manages the program with supervision from our office.

4. As I indicated earlier, I feel there is a need for working with part-time faculty. However, I wonder about the ability of a single institution to handle the stituation. I feel that most of the institutions

in your state have the same problem, therefore, the effort must be handled by your state agency with their dollars.

I hope my answers will help you with your problem.

Sincerely,

James R. Stratton
Associate, Higher
Occupational Education

JR[redacted]

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

January 19, 1978

Dr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Dr. Goetsch:

I have received your recent letter regarding inservice education programs for part-time faculty. Unfortunately, we do not keep records at the state level of these kinds of institutional activities.

Institutions in the Community College System in North Carolina do provide inservice training for part-time faculty. Some of it is done on a regional basis as in the case of Adult Basic Education, but most of what is done is in the form of orientation at the institutions. They are financed primarily from the budgets of the institution with no special allocation. There may be a grant or two of which I am not aware, however.

I am enclosing a copy of the model used by many of our institutions in developing staff development plans. I hope that you may find it helpful. Also, I am enclosing a list of the institutions in the event that you may want to communicate with them directly.

If I can be of further service, please let me know.

Sincerely,

James H. Ellerbe, Director
Division of Staff Development

JHE:ms

cc: Dr. Ben E. Fountain, Jr.

Enclosures (2)

ROBERT W. STRAUB
GOVERNOR

State of Oregon
DEPARTMENT OF EDUCATION
942 LANCASTER DRIVE N.E., SALEM, OREGON 97310 INFORMATION—PHONE (503) 378-3

January 11, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

Your letter relating to in-service education programs for part-time faculty arrived in this office recently.

Currently each of the community colleges offer in-service programs for part-time faculty based on individual college plans of action. Since in-service matters are a part of the local college personnel action, I would suggest corresponding with the colleges as to their specific plans. A current roster is enclosed for your use in corresponding with the institutions.

If we may provide additional information, feel free to contact this office.

Sincerely,

Carrol deBroekert
Director
Community College Educational Services

CdeB:cjw

Enc. (1)

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
205 CORDELL HULL BUILDING
NASHVILLE 37219

January 10, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

Thank you for your letter in which you request information regarding in-service education program for part-time faculty at your institution.

I have referred your letter to Dr. W. Wray Buchanan, Vice Chancellor for the State Board of Regents, 1161 Murfreesboro Road, Nashville, Tennessee 37217.

If I may be of further service, please do not hesitate to contact me.

Sincerely,

R. D. Daniels

R. D. Daniels, Chief
Post-Secondary Education

RDD/dt

The State University
and Community College System of Tennessee
1161 Murfreesboro Road Nashville, Tennessee 37217 (615) 741-4821

January 25, 1978

Dr. David L. Goetsch
Vocational Education Division
Okaloosa - Walton Junior College
Niceville, Florida 35278

Dear Dr. Goetsch:

Your inquiry concerning inservice education programs for part-time faculty has been directed to this office for a reply. Perhaps it would be well to make clear a few characteristics of the approach to faculty development in this System.

The governing board, the State Board of Regents, has established a policy on faculty developmemt which commits the institutions to this service. A copy of the policy is enclosed. As you may note from this policy, faculty development is primarily an individual institutional responsibility in this System. Thus, the questions that you ask can best be answered by the individual institutions. If you wish to direct your inquiry to them, please feel free to write to the deans of instruction. A list of names and addresses is enclosed.

Best wishes for success with your project.

Sincerely,

Charles B. Fancher
Associate Vice Chancellor
for Academic Affairs

CBF:mm

cc: Dr. Wray Buchanan

Enclosures (2)

Austin Peay State University • East Tennessee State University • Memphis State University • Middle Tennessee State University • Tennessee State University • Tennessee Technological University
Chattanooga State Technical Community College • Cleveland State Community College • Columbia State Community College • Dyersburg State Community College • Jackson State Community College • Motlow State Community College • Roane State Community College • Shelby State Community College • Volunteer State Community College • Walters State Community Coll

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
1429 Senate Street Columbia, South Carolina 29201 803-758-3171

G. WILLIAM DUDLEY, JR.
EXECUTIVE DIRECTOR

THE STATE BOARD

OFFICERS

Y.W. SCARBOROUGH, JR.
CHAIRMAN

TRACY J. GAINES
VICE CHAIRMAN

MEMBERS

Y.W. SCARBOROUGH, JR.
Charleston, S.C.
First Congressional District

WILLIAM A. HORGER
Orangeburg, S.C.
Second Congressional District

P. HENDERSON BARNETTE
Greenwood, S.C.
Third Congressional District

TRACY J. GAINES
Inman, S.C.
Fourth Congressional District

FRANCIS L. BELL
Fort Mill, S.C.
Fifth Congressional District

JOHN G. WELLMAN
Johnsonville, S.C.
Sixth Congressional District

MILLARD L. DUNKIN
Columbia, S.C.
At Large

HERBERT A. DeCOSTA
Charleston, S.C.
At Large

CYRIL B. BUSBEE
Columbia, S.C.
Superintendent of Education
Ex-Officio

ROBERT E. LEAK
Columbia, S.C.
State Development Board
Ex-Officio

January 20, 1978

Mr. David L. Goetsch
Okaloosa-Walton Junior College
Vocational Education Division
Niceville, Florida 32578

Dear Mr. Goetsch:

I am responding to your recent letter to the director of Division of Community Colleges concerning in-service training for part-time faculty. I regret to say that in South Carolina, we do not have any state-wide plan for in-service for part-time faculty. The present policy is that each of the sixteen technical colleges/centers will assess this need in each part-time faculty member that is employed, and make appropriate provisions for orientation and training to meet this need. In this system, the institutions, themselves, or directly accountable for the quality of the instructional program. This in turn implies that each full-time or part-time instructor must provide quality instruction.

I am sending to you, attached, a "Guide to TEC" that gives to you the addresses of the technical colleges/centers. You may wish to write directly to the vice-president or educational affairs or dean of instruction for further specific information. I might suggest further that you consider Piedmont Technical College and Trident Technical College as better examples within this system.

If I can be of further assistance to you in this matter, please feel free to communicate with me.

Sincerely yours,

Wm. Cecil Walters

Wm. Cecil Walters, Coordinator
Curriculum and Instruction

WCW:pw

Attachment

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

January 20, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

Your letter requesting information to assist you in developing inservice programs for part-time faculty at your institution has been referred to me.

Enclosed is a copy of Occupational-Technical Programs Offered in Texas Public Community/Junior Colleges. The answers to your four questions and perhaps additional information as required can be had by contacting individual institutions included in this publication.

If I can be of any further assistance, please let me know.

Sincerely,

Roland A. H. Benson, Chief Consultant
Division of Post-Secondary Programs

RAHB:lu
Enclosure

VIRGINIA COMMUNITY COLLEGE SYSTEM
7 NORTH 8TH STREET, P.O. BOX 1558, RICHMOND, VIRGINIA 23212, AREA CODE 804/786-2231

January 31, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

This is in response to your recent letter relative to in-service training for part-time faculty.

The Virginia Community College System (VCCS) is comprised of 23 colleges with 34 campuses. Extensive use is made of part-time faculty and each college is responsible for their orientation and in-service training. The same employment and performance requirements are used for both part-time and full-time faculty.

The in-service efforts are concentrated into the following areas:

1. Operational procedures, rules, and regulations of the employing college;

2. Philosophy and history of the community college movement and the VCCS; and,

3. Instructional and organizational skills.

The in-service training of part-time faculty is covered in each college's Faculty Development Funds which are a part of their maintenance and operation (M&O) budgets.

If you have further questions, please give me a call.

Sincerely,

Samuel L. Creighton
Deputy Chancellor
Academic and Student Affairs

SLC:CT/vv15

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

January 25, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

The following information relates to your recent request for assistance regarding in-service education programs for part-time faculty.

The Washington community college system does not have any such programs specifically for part-time faculty. The thrust of in-service education efforts in the system relate to instructional skills and professional development for vocational education instructors and administrators. Any other general efforts tend to be directed at full-time faculty as part of the annual faculty orientation activities just prior to each fall quarter.

The vocational education in-service program is operated on the basis of Federal vocational funds and is supervised by one of the members of the State Board staff, James Blue. Again, these efforts appear to be directed mostly at full-time staff members, although part-time instructors are encouraged to participate. Our certification requirements state that part-time instructors must have established professional improvement plans by the time they have been employed the equivalent of one year on a full-time basis. Those plans allow a variety of activities that will meet this requirement, including college-sponsored in-service training.

If you have further specific questions, Mr. Blue would be the most appropriate person to contact.

Very truly yours,

Gilbert Carbone
Assistant Director

/bk

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

January 18, 1978

Mr. David L. Goetsch
Vocational Education Division
Okaloosa-Walton Junior College
Niceville, Florida 32578

Dear Mr. Goetsch:

I am referring to your letter of recent date addressed to the Director of the Division of Community Colleges in the Wisconsin State Department of Public Instruction.

Apparently there is some misunderstanding. The State of Wisconsin does not have a public community college system. There are several two-year campuses of the University of Wisconsin System and there are about 35 different campuses of schools under the jurisdiction of the State Board of Vocational, Technical and Adult Education. There are no community colleges per se. It is impossible for me, therefore, to intelligently respond to your letter.

Cordially yours,

Robert C. Van Raalte
Assistant Superintendent

dkd

126 Langdon Street, Madison, Wisconsin 53702

APPENDIX F

TABULATION OF RESPONSES TO
OKALOOSA-WALTON JUNIOR COLLEGE SURVEY OF
PART-TIME INSTRUCTORS

RESPONSES TO QUESTIONNAIRE ITEMS

(Item one and item two called for introductory information. Presentation of data will begin with item three.)

3. Do you think you would benefit from in-service workshops designed to help you learn to be a better teacher?

89% Yes 2% No 6% Maybe 3% I do not know

Comments:

"I have asked my supervisor for this kind of help several times."

"Workshops would be nice. Lord knows I need them."

"I've learned a lot the hard way. I could have used some in-service three years ago."

No additional comments were listed.

4. Please rate each of the following workshop topics as to how strongly felt your need is in the topic area.

Writing course syllabuses.

14% Badly needed

41% Needed

35% Moderately needed

10% Not needed

Positively challenging the superior student.

29% Badly needed

31% Needed

19% Moderately needed

21% Not needed

Writing performance objectives in behavioral terms.

27% Badly needed

36% Needed

18% Moderately needed

16% Not needed

Teaching disadvantaged students.

42% Badly needed

38% Needed

13% Moderately needed

7% Not needed

Teacher self-evaluation.

23% Badly needed

29% Needed

37% Moderately needed

11% Not needed

Motivating students.

52% Badly needed

42% Needed

6% Moderately needed

0% Not needed

Preparing learning activities.

31% Badly needed

64% Needed

5% Moderately needed

0% Not needed

Preparing, analyzing, interpreting, and properly using the results of evaluations.

29% Badly needed

33% Needed

34% Moderately needed

4% Not needed

Developing lesson plans.

19% Badly needed

20% Needed

49% Moderately needed

12% Not needed

Preparing audio-visual instructional aids.

13% Badly needed

67% Needed

12% Moderately needed

8% Not needed

Using audio-visual equipment.

41% Badly needed

57% Needed

2% Moderately needed

0% Not needed

The human skills needed in teaching.

25% Badly needed

27% Needed

23% Moderately needed

25% Not needed

Teaching as a profession.

4% Badly needed

14% Needed

41% Moderately needed

41% Not needed

Recruiting students into vocational programs.

34% Badly needed

52% Needed

14% Moderately needed

0% Not needed

Placing graduates in positions of employment.

21% Badly needed

59% Needed

20% Moderately needed

0% Not needed

Issue and trends in American education.

0% Badly needed

4% Needed

18% Moderately needed

78% Not needed

Philosophy and place of the community college.

19% Badly needed

12% Needed

41% Moderately needed

28% Not needed

Long range planning techniques.

3% Badly needed

16% Needed

43% Moderately needed

38% Not needed

Using the ERIC system.

0% Badly needed

0% Needed

12% Moderately needed

88% Not needed

Emergency first aid in the Classroom.

13% Badly needed

72% Needed

14% Moderately needed

1% Not needed

Legal liabilities of the vocational instructor.

45% Badly needed

55% Needed

0% Moderately needed

0% Not needed

Criterion referenced testing.

2% Badly needed

17% Needed

32% Moderately needed

49% Not needed

Time management in the Classroom.

28% Badly needed

33% Needed

32% Moderately needed

7% Not needed

5. Please list any other in-service workshops from which you would benefit.

79% of the respondents listed a workshop on the metric system as being needed.

No other workshop topics were listed.

Comments:

"What we need the most is a metrics workshop so that we can turn around and teach it in our classrooms."

"A workshop on metrics would be valuable."

No further comments were listed.

APPENDIX G

LIST OF INSTITUTIONS SELECTED
FOR TELEPHONE SURVEY

NEBRASKA

Mid-Plains Technical Community College
100 East Fifth
North Platte, Nebraska 69101

Central Technical Community College
P. O. Box 1468
Grand Island, Nebraska 68801

NORTH CAROLINA

Central Piedmont Community College
P. O. Box 4009
Charlotte, N.C. 28204

Coastal Carolina Community College
222 Georgetown Road
Jacksonville, N.C. 28540

Isothermal Community College
P. O. Box 804
Spindale, N.C. 28160

Mitchell Community College
West Broad Street
Stateville, N.C. 28677

Sandhills Community College
Route 3, Box 182-C
Carthage, N.C. 28327

Wayne Community College
Caller Box 8002
Goldsboro, N.C. 27530

OREGON

Blue Mountain Community College
2410 NW Carden Avenue
Box 100, Pendleton, OR 97801

Lane Community College
4000 E. 30th Avenue
Eugene, OR 97405

Rogue Community College
3345 Redwood Highway
Grant's Pass, OR 97526

SOUTH CAROLINA

Greenville Technical College
P. O. Box 5616, Station B
Greenville, S.C. 29606

Piedmont Technical College
Drawer 1208
Greenwood, S.C. 29646

TENNESSEE

Cleveland State Community College
Cleveland, TN 37311

Shelby State Community College
1588 Union Avenue
Memphis, Tennessee 38104

BIBLIOGRAPHY

Albracht, James. "The ART of In-Service Education." Agricultural Education Magazine, May 1976

Bloom, Thomas K. "Current Professional Development Practice of Occupational Instructors." Journal of Industrial Education, Fall 1976.

Burke, Stanley R. "In-Service Education in Virginia." Agricultural Education Magazine, May 1976.

Cameron, Walter A. "Remote In-Service Vocational-Technical Teacher Education for Beginning Teachers." University of Michigan, 1969.

Couey, Ned. Chairman, Industrial Education Division, Okaloosa-Walton Junior College, November 1977.

Doty, Charles R. "Post-Secondary Personnel Development." New Jersey State Department of Education, Trenton Division of Vocational Education, June 1976.

Durham, James. Dean of Instruction, Okaloosa-Walton Junior College, November 1977.

Elwood, William. "The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty." Seminole Community College, October 1976.

Frantz, Nevin R. "In-Service Vocational Teacher Education Using Instructional and Communications Technology." Journal of Vocational Education Research, Spring 1976.

Gray, Kenney E. "In-Service Vocational Education Personnel Development for the 1980's." Bureau of Occupational and Adult Education (DHEW/OE), January 1975.

Gutcher, G. Dale, and George E. Willis. "A Survey of Post-Secondary Vocational-Technical Teachers in Texas." Texas A & M University College of Education, January 1972.

Handley, Herbert M. "Assessment of In-Service Vocational Teacher Education in Mississippi." Mississippi State Department of Education, 1973.

Hofstrand, Richard K. "The Illinois System of In-Service Staff Development," Agriculture Education Magazine, May 1976.

Horner, James T. "Individualize In-Service Education," Agricultural Education Magazine, May 1976.

Huntwork, Gerald J. "In-Service Education for Post-High Instructors." Agricultural Education Magazine, February 1974.

Knoll, Peter F. "In-Service Training For Vocational Teachers in Utah." Utah Research Coordinating Unit for Vocational and Technical Education, March 1968.

Lasell, Warren L. "A Model to Evaluate In-Service Personnel Development in Vocational-Technical Education. Office of Education (DHEW), 1976.

Lombardi, John. "Staff Development Programs for Part-Time Occupational-Vocational Instructors. University of California at Los Angeles, January 1976.

Martinson, V. O. "Increasing Teacher Competency Through Relevant In-Service Education." Agricultural Education Magazine, May 1976.

McClellan, Wayne. Part-time instructor of Engineering Grpahics at Okaloosa-Walton Junior College, 1977.

Moss, Jerry. "Financing and Managing In-Service Teacher Education at the University of Minnesota." Journal of Industrial Education, Fall 1976.

Niccum, Bryan. "Assessment of the Professional Teaching Competencies Needed by Call Staff Teachers in Wisconsin VTAE System." Wisconsin State Board of Vocational, Technical, and Adult Education, 1974.

Phelps, Allen L. "Competency-Based In-Service Education for Secondary School Personnel Serving Special Needs Students in Vocational Education: A Formative Field Test Evaluation." Bureau of Occupational and Adult Education (DHEW/OE), June 1976.

Rathbun, Larry P. "In-Service Education in California." Agricultural Education Magazine, August 1971.